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DRAFT
11 August 1972

MEMORANDUM FOR: Deputy Director for Plans
Deputy Director for Intelligence
Deputy Director for Science and Technology
Deputy Director for Support

SUBJECT : Personnel Development Program

1. Following our discussions at the Director's Annual Conference in May, the Office of Personnel has developed the attached outline of a "Personnel Development Program." This is particularly focused on executive development and the identification of development requirements for future executives now at lower grades. It is responsive to the OMB requirements and Federal Guidelines for Executive Development, on which we are required to report in a secure way to the Civil Service Commission by 30 September. It is a refinement of our original Personnel Movement and Management Program (PMMP), which was approved for initiation in mid-1971 but was in great part pushed aside by the ceiling reductions and average grade reduction problems which arose at that time. This is an important subject and needs to have an appropriate vehicle for continuing regular attention, in the interests of the CIA of the future as well as compliance with OMB and CSC requirements. It will be supplemented by other aspects of our Annual Personnel Planning cycle which are now being devised for further consultation with the Deputies.

2. This procedure has been simplified to what we believe is the minimum required. ~~Certainly we do not wish to reproduce the career development plan experience or engage~~ We want to proceed with the task

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of looking at the specific developmental needs of promising individuals, while at the same time avoiding the production of formal career plans or engaging in a vast amount of useless paper work. In essence, two exercises are required:

a. Identification by each career service of those supergrade officers who will be retiring in the next ~~five~~ four years and the identification of probable successors.

(1) In some occasions it ~~may~~ might not be feasible to identify ~~the successors~~ successors with the to specific ~~job~~ jobs; ~~in other~~ in such situations we may only be able to identify a pool of officers who might replace a similar pool of retirees with somewhat similar executive responsibilities. Although there is no doubt that many of our senior officers could fill a variety of executive positions, I believe the most effective way of planning the development of executive talent is to consider ^{where feasible} both the key requirements of individual executive jobs and the personal developmental needs of candidates identified as prospects to fill them.

(2) With respect to each prospective successor, the exercise calls for an examination of his background and the identification of any significant experience or training gap which should be filled within the next ~~five~~ four years in order to increase his effectiveness as an eventual successor if he is chosen. Obviously, more potential successors should be chosen than the number of individuals anticipated to retire, and the competition for those posts is by no means foreclosed

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by this exercise. It is the only feasible way, however, of identifying particular developmental shortages to be remedied so as to redound to the benefit of CIA as well as the individual.

b. Identification by each career service of a larger block of GS-11 through GS-14 officers for particular assignments, rotation, training, ~~etc.~~ and other developmental attention ~~requirements~~ during the next ~~five~~ four years.

(1) ~~In any case~~ All officers at these grades will be reviewed and the ~~appropriate panels of career services~~ career service will identify those cases warranting particular developmental rotation or training ~~experience~~ experiences.

While applications from ~~the~~ individuals are welcome and will be considered, it should be made clear in the invitations that they are not exclusive and the panels will have every authority to make their own judgment as to what experiences for those officers and for others not applying would be of value to the Agency for future executive development.

(2) As part of the process, officers at these grade levels ~~will~~ should be invited by the career service to submit applications for ^{particular} ~~peculiar~~ assignments or training which would better fit them for ~~the~~ senior performance in later years.

(3) ~~This may exceed~~ The career service reviews and individual applications may produce a list of developmental suggestions that exceeds the capability of providing these the career service to provide such experiences, in which case the

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normal selection process will have to be used to determine who actually receives the training, rotation, etc.

3. I hope we can meet the time table for the executive development phase of PMMP because of the Government-wide phasing of the executive development program. The time Schedules in Process II in the attached program are subject to modification to permit integration of this exercise with normal panel and promotion reviews to the maximum extent possible. Thus, it would seem quite reasonable that executive development consideration and identification should occur in the course of panel reviews rather than as separate exercises. At the same time Although the attached PMMP formats will require particular attention to this subject to executive and personal development, a subject so important to the future of the Agency, the actions in PMMP logically relate to other promotional and competitive actions of career service panels. Suggested target dates listed for completion of Process II should generally be met insofar as possible in conformance with future panel schedules in order that the PMMP actions can be linked to other aspects of the Annual Personnel Plan, expected to be prepared sometime next spring before the beginning of FY 1974.

4. I am sure that the Deputy Directors personally will involve themselves in ~~a review of these~~ launching the program, observing progress made, and reviewing submissions at the time they are developed in order to give this program the command attention its importance deserves. In this connection, the Deputy Directors for Plans and Science and Technology may wish to rely upon the Offices and Divisions to do much of the initial work in the attachment and to provide the results of their actions to the

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career service boards or panels. I plan to organize at least an annual briefing of the Director and Deputy Director of the specifics of this program, after discussion in the Deputies' Meeting.

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PERSONNEL MOVEMENT AND MANAGEMENT PROGRAM (PMMP)

Purposes of PMMP

Improve succession and leadership planning by estimating turnover in senior positions and identifying and developing prospective candidates.

Stimulate the systematic [personal] development of individual employees in accordance with management's assessment of personal needs and to the extent feasible with the expressed interest of employees.

Increase the participation of Deputy Directors in the process of executive and personal development.

Conform to requirements of the Federal Guidelines for Executive Development by estimating turnover in executive positions; identifying and developing potential replacements; increasing their versatility by exposure to different kinds of experiences; and effectively utilizing training resources for personal development.

I. Process of Executive Development

<u>Products</u>	<u>Procedures</u>	<u>Suggested Scheduling</u>
EYES ONLY Executive Candidates Roster (EXEC) and Executive Developmental Training and Assignment Requirements List	Each career service to complete review of officers in the Grades GS-15 through GS-17 expected to leave the Agency during FY 1973-1976 and identify candidates GS-13 and above as potential replacements (ordinarily two or more prospects). To the extent practicable each career service to evaluate the positions GS-15 and above that will become vacant during FY 1973-1976 and to focus on the principal characteristics or requirements essential to effectiveness in each of these positions identified. Some of the career services may be required to estimate turnover and the need for replacements in one or more of the Grades GS-15 and above by total numbers, rather than by individual vacancies in such grades.	By end of October 1972.

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Products

Procedures

Suggested Scheduling

*developmental
processes apply?*

Each career service to evaluate personal developmental needs of each EXEC candidate, taking into consideration (1) the special requirements of the position or positions concerned when applicable and (2) the desired developmental improvements or experiences specifically applicable to the individual concerned.

By end of November 1972.

[Within the "grandfather" career services the components may be called upon to do the initial work mentioned in the two paragraphs above.]

Each career service to forward EXEC Roster and EXEC Executive Developmental Requirements List to Deputy Director concerned.

By end of November 1972.

Each Deputy Director to review materials with Heads of Career Services concerned.

By mid-December 1972.

Each Deputy to forward Directorate Executive Development program to ExDir-Compt. (with Deputy's comments).

By mid-January 1973.

ExDir-Compt. to meet separately with each Deputy on his Executive Development program.

By end of January 1973.

ExDir-Compt. to meet with Deputies as members of EMRB in discussion of Agency Executive Development Program.

February 1973.

II. Process for Determining Personal Developmental Needs of Personnel in Grades GS-11 through GS-14

Estimated Upward Movement in Grades GS-11 through GS-14; Developmental Assignments Requirements

Each career service to complete review of turnover and cumulative promotional possibilities in Grades GS-11 through GS-14 during FY 1973-1976. Each career

By end of November 1972.

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<u>Products</u>	<u>Procedures</u>	<u>Suggested Scheduling</u>
List for Personnel GS-11 through GS-14; and Developmental Training Requirements List for Personnel GS-11 through GS-14.	service to review the promotional readiness of each individual careerist in Grades GS-11 through GS-14 to advance one or more times during FY 1973-1976. Each career service to compile information on promotional headroom available and promotional headroom needed in Grades GS-11 through GS-14 on PMMP Form 3.	
	Each career service to determine specific prospective assignments, rotations, details, orientations, and other kinds of job experiences within or without the career service that would be helpful, important or essential in preparing each individual selected by the career service for one or more of these kinds of developmental actions. In specifying such actions for an employee, each career service to concentrate not only on the requirements of probable future assignments for the individual affected but also individual experience gaps. Each career service to summarize information on PMMP Form 4.	By end of December 1972.
	Each career service to identify and schedule, to the extent feasible, specific training experiences, both within and without career service for each individual selected by the career service to receive training for developmental purposes. Each career service to summarize information on PMMP Form 5.	By end of December 1972.
	Each career service to forward narrative report to Deputy concerned on overall findings, problems and planned corrective actions, resulting from this process. (Not necessary to forward the details of assignment	By end of January 1973.

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Products

Procedures

Suggested Scheduling

and training experiences planned for each individual.) Deputy Directors to discuss plans with Career Service or Office Heads. Career Service or Office Heads to provide both Developmental Requirements List to D/Pers and Developmental Training Requirements List to D/TR.

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PMMP Form 1
Date _____

(D) Career Service
Executive Candidates Roster (EXEC) for FY 1973-FY 1976
(Roster to be Prepared Annually)

TURNOVER OF SENIOR PERSONNEL IN GRADES GS-15 THROUGH GS-17			POSSIBLE CANDIDATES				
ESTIMATED YEAR OF VACANCY (FY73-76) A/	GRADE (GS-15 THROUGH S-17) A/	EXPECTED VACANCIES (INDIVIDUAL VACANCY BY TITLE OR NUMBER BY ORGAN./FUNCTIONAL CATEGORY) B/	NAME OF CANDIDATE AND POSITION	GRADE C/	DATE OF LAST PROMOTION	DATE OF MAND. RETIRE.	ADVANCE- MENT POTEN- TIAL D/
(1973)	(GS-16)	(Deputy Ch., X Div.)	(Joe Blank, Ch., Br. 5, A Div./DDP) (Tim Roe, Ch., Br. 2, B Div./DDP)				
(1974)	(GS-16)	(2 Chiefs of Sta., EUR and WH Areas)	(Tom Brown, Ch. Sta. __, FE/DDP) (Bob Green, Ch. Sta. __, EUR/DDP) (Ken White, Ch., Br. 4, X Div., DDP) (Larry Blue, Ch., Br. 3, Y Div., DDP) (Bill Black, Ch., Z Staff, DDI)				
(ILLUSTRATION)							

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PMMP Form 1

- A/ First, show for FY 1973 all expected vacancies in GS-17 through GS-15 resulting from officer separations (in descending grade order); then present information for years FY 1974-FY 1976 in same way.
- B/ Vacancies in each year during FY 1973-FY 1976 will arise from the departure of senior officers during the same time period. Their names should be attached to this Form. It may be impossible or impractical to identify the specific positions that they will actually vacate at the time of their separation. Moreover, if officers are filled within a career service, the retirement of a GS-17 officer would also create additional vacancies at the GS-16 and GS-15 levels and a GS-16 vacancy would create an additional vacancy at the GS-15 level. These additional vacancies should be kept in mind and plotted at the GS-16 and GS-15 levels in this Form. Whenever known and appropriate, the job or jobs that would be vacated each year by the separation of an officer GS-15 through GS-17 should be shown. In some career services it may be sufficient to show the total number of vacancies by organizational or functional groups, rather than specific titles, that will have to be filled each year; e.g., Branch Chiefs and Station Chiefs. Perhaps a combination of the two approaches can be used; i.e., positions at Grade GS-17 and numbers by functional groups at the GS-16 and GS-15 levels.
- C/ It is suggested that two or more candidates should ordinarily be identified from among employees GS-13 and above for each identified job vacancy. (Twice as many candidates as the total number of estimated vacancies per organizational or functional group should ordinarily be identified when this method of estimating is used in lieu of identifying vacancies by position title.)
- Prospects may be designated from outside the career service. The same employee may appear as a candidate for more than one vacancy expected to occur during FY 1973-FY 1976. (The testing, coaching, observing, and developing of such employees should take into account the requirements of the position or the organizational or functional grouping for which they have been designated as prospective replacements.)
- If a prospective candidate is scheduled to retire within two years from the date he would incur the expected vacancy or is being considered to fill a vacancy for a period of two or less years, attach to this table an explanation why he is a candidate (e.g., level of qualifications or future utilization and development). Likewise, attach a similar explanation in the event an employee outside the career service is designated as a prospective replacement.
- D/ The Head of the Career Service is asked to evaluate the advancement potential of each candidate appearing in this Roster and to insert the appropriate number in this column: 1 - one grade; 2 - two grades; or 3 - over two grades.

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PMMP Form 2

Date _____

____ Career Service

EXECUTIVE DEVELOPMENT TRAINING AND ASSIGNMENT INVENTORY

Name of Executive Candidate To Be Developed	Substantive, Managerial and Professional Job Assignments, Experiences and Orientations		Training (within Career Service, OTR, External, College, etc.) and other Developmental Actions	
	Action(s) and Purpose(s)	When	Action(s) and Purpose(s)	When

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PMMP Form 3
Date _____

____ Career Service
Estimated Upper Movement in Grades GS-11 through GS-14
Fiscal Years FY 1973 - FY 1976

GRADE	FY 1973			FY 1974			FY 1975			FY 1976		
	(1) EST. PROMO- TION HEADROOM WITHIN GRADE	(2) PROMO- TION HEADROOM NEEDED WITHIN GRADE	(3) NUMBER COL (2) Is Over/ Under COL (1)	(1) EST. PROMO- TION HEADROOM WITHIN GRADE	(2) PROMO- TION HEADROOM NEEDED WITHIN GRADE	(3) NUMBER COL (2) Is Over/ Under COL (1)	(1) EST. PROMO- TION HEADROOM WITHIN GRADE	(2) PROMO- TION HEADROOM NEEDED WITHIN GRADE	(3) NUMBER COL (2) Is Over/ Under COL (1)	(1) EST. PROMO- TION HEADROOM WITHIN GRADE	(2) PROMO- TION HEADROOM NEEDED WITHIN GRADE	(3) NUMBER COL (2) Is Over/ Under COL (1)
GS-14												
GS-13												
GS-12												
GS-11												

Explanations:

Estimated promotion headroom within each grade in FY 1973 consists of (1) current estimated CSGA spaces (plus or minus) in that grade and (2) cumulative turnover in that grade during the balance of FY 1973 (i.e., estimated turnover within the grade plus the total of estimated turnover in all grades above that grade). Promotion headroom in FY 1974-FY 1976 consists of cumulative turnover in each grade as defined in (2) above. Although estimated promotion headroom is largely a function of turnover, it should be recalled that an excess of reassignments-out in relation to reassignments-in at a given grade level will increase promotion headroom, and vice versa. Accordingly, an adjustment should be made as applicable in the estimated promotion headroom at each grade (a plus figure if RO's exceed RI's and a minus figure if RI's exceed RO's).

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Explanations (Cont.)

The estimated annual promotion headroom needed within a career service in each grade is the total number of careerists expected to become ready for promotion to that grade within a given year. Promotion headroom needed each year within a given grade is determined by the career board or panel evaluating the potential, developmental needs and "promotional readiness" of each individual careerist in the grade below and totaling those determined to be ready for promotion. The number ready for promotion to a given grade is a qualitative judgment of the career board without regard to the level of past promotions or the estimated capacity of the career service to make promotions to that grade. The career board or panel may take into account the time-in-grade each careerist has already served and whether he is expected to move up on a fast track time-in-grade, an average track time-in-grade, a slow track time-in-grade, or not at all. Prior to plotting the promotability of each individual careerist one or more times during the next four years, the career board or panel could establish separate TIG norms for fast, average and slow tracks and decide what standards, criteria, documentation and review procedures it will follow in looking at the promotional readiness of each careerist.

In estimating the volume of promotion headroom needed within each grade for each Fiscal Year, consideration should be given to the number of new employees who will probably be entered-on-duty during FY 1973-FY 1976 and thereafter promoted one or more times to the Grades GS-11 and above.

(NOTE: Separate forms are used in planning and implementing the Personnel Movement and Management Program for filling future vacancies in positions GS-15 and above during the next four years and for identifying personnel GS-13 and above who are qualified prospects for future assignment to such positions and interim executive development.)

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PMMP Form 4

Date _____

_____ Career Service

Developmental Assignments List for Personnel in Grades GS-11 through GS-14
(Excludes Executive Developmental Assignments)

NAME	GRADE	COMPONENT	SPECIFIC ASSIGNMENT(S) OR EXPERIENCES AND LOCATION (IF APPLICABLE)	NATURE AND PURPOSE OF DEVELOPMENTAL ACTION(S)	DATE(S) OF ASSIGNMENT <u>A</u> /	LEVEL OF PRIORITY <u>B</u> /

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PMMP Form 4

A/ Could encompass brief or long periods: series of briefings, details of several months, orientations of a few weeks, two-year tours, etc.

B/ Indicate the level of priority for each entry using these symbols:

- A. Essential for personal development
- B. Important for personal development
- C. Helpful for personal development

) NOTE: This List is confined to individual developmental assignment needs, as perceived by a career service. Similarly, PMMP Form 5 is a list of individual developmental training needs, as perceived by a career service. Forms 4 and 5 are not to be construed as all-inclusive lists of assignments and training to be given to individual employees, either upon their request or upon the initiation of a career service or component. These Forms are compilations of developmental actions that are decided upon by career service boards or panels following a review of the specific developmental needs of each careerist judged to have some potential to advance. It should be recognized that these developmental requirements of the career services should supplement, rather than be in lieu of, all other training and assignment planning and decisions administratively determined on a continuing basis.

) Each career service is expected to inform all of its careerists, in a method of its own choosing, that it will annually evaluate and determine the personal assignment and training needs of selected employees in the Grades GS-11 through GS-14 as a part of the Agency-wide Personnel Movement and Management Program. Whatever form of communication is used by a career service, it should invite individual careerists to submit their personal developmental interests and aspirations and to seek if desired an interview with their Career Management Officer or other officer designated by the Head of the Career Service. The communication should stress, however, that specific developmental actions in individual cases will primarily depend upon an assessment by the career board or panel of an employee's potential, background strengths, weaknesses, experience gaps, and possible or probable future utilization.

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PMP Form 5

Date _____

Developmental Training List For Personnel in Grades GS-11 through GS-14
(Excludes Executive Developmental Training)

NAME	GRADE	COMPONENT	EXPLAIN NATURE OF TRAINING (IF NOT APPARENT) (CONSIDER TRAINING INSIDE CAREER SERVICE, OTR, OUTSIDE AGENCY, ETC.)	DATE(S) OF ACTION(S)	LEVEL OF PRIORITY A/

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PMMP Form 5

A/ Indicate level of priority for each proposed action:

- A. Essential for personal development
- B. Important for personal development
- C. Helpful for personal development

NOTE: See the Note attached to PMMP Form 4.

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